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ABSTRACT

Topics covered at the international conference on staff and educational development include: the promotion of international curricula and cooperation; institutional support for teaching; successful innovations in course and program design; academic auditing; staff development; the creation of partnerships with business and industry; faculty and staff appraisals; evaluation of instruction competencies; the promotion of experiential learning; and issues and processes involving student development and induction. The seminar results show that, despite the variety of sociopolitical, economic, and cultural conditions of countries represented at the seminar, there exist numerous and often very significant problems that are common tc these countries and can therefore be solved on a common basis. Appendices provide the list of participants, the seminar program, the list of working groups, and the list of papers presented. (GLR)

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TENTH INTERNATIONAL SEMINAR ON STAFF AND EDUCATIONAL DEVELOPMENT
(ISSED)
"Higher Education for a New Century -
Research, Training, Development"

Skalský Dvůr, Czechoslovakia
June 20 - 25, 1991

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FINAL REPORT

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/I/ The International Seminars on Staff and Educational Development (ISSED) were set up in 1981 to offer higher education faculty and staff the opportunity of an international "Action Learning" style alternative to conventional conferences and seminars. Since then nine institutions shared in hosting several hundreds participants from many nations, often with continued participant cooperation after the Seminar.

Special features of this year's Seminar were:

- small size with the opportunity for active dialogue,
- unique opportunities to test out and experience workshops and simulations by the individual participants and colleagues,
- emphasis on experimental learning through sharing materials in chosen working groups and through international team building,
- opportunities to present own successful teaching/staff development strategies to the entire meeting in poster/paper sessions,
- unique opportunities for international dialogue at all levels of post-secondary education ranging from community colleges to universities,
- a special opportunity to work with staff/faculty developers from Central and Eastern Europe.

/II/ 10th International Seminar on Staff and Educational Development was held in the Skalský Dvůr Conference Centre in June 20 - 25, 1991.

The International Seminar was hosted by Charles University, its Documentation and Information Centre of the European Communities (DICEC). Participating in the organization of the Seminar were Pedagogical Faculty of Charles University, Czechoslovakia, Cape Cod Community College, USA in association with H+E Associates, Ltd. UK, Lake Services, USA, and Staff Development Service, University Glasgow, Scotland.

Through this event the host organization has contributed to the fulfilment of the conclusions and recommendations of numerous world and regional conferences. At the same time this event has been part of the programme commemorating 400th anniversary of the birth of Comenius, the prominent Czech educationalist of world-wide reputation.

The central topic of the International Seminar was expressed by its title **"Higher Education for a New Century - Research, Training, Development"**. This topic has been subdivided into partial issues: Promoting International Curriculum and Cooperation, Institutional Support for Teaching, Staff Development for Part-timers, Successful Innovations in Course and Programme Design, Outcome Evaluation/Academic Audit, Designing and Organizing Successful Staff Development Units, Developing Strategies and Competencies to take Advantage of New Technologies, Creating Partnerships with Business and Industry,

Implementing Faculty/Staff Appraisal Schemes, Evaluating Instructional Competencies, Staff Development for Non-academic Management/Leadership Development, Promoting Experiential Learning, Promoting Successful Student Induction and Development.

The briefly characterized broad problem area has recently become the subject of many theoretical research projects and practical implementation measures. In numerous countries the attention devoted to this area has been increased in connection with the innovation of the concept of the development of education and with the introduction of reforms of educational systems. Specific interest in this problem area has been manifested in the countries of the Central and East Europe mainly in connection with the efforts to improve the standard of higher education and the educational systems as a whole.

10th International Seminar ISSED 91 was attended by 68 participants including the accompanying persons, out of which 53 participants came from abroad (24 participants were females). The participants represented 14 countries of the world, the biggest was the representation of Czechoslovakia, the United Kingdom and USA and the Republic of South Africa.

/III/ The Seminar Committee which prepared the Seminar consisted of:

Jiří Hýbner - General Secretary of DICEC
Zdena Dostálová - DICEC
Jiří Kotásek - Dean, Pedagogical Faculty of Charles University
František Kůrka - SEKURKON Agency
Svatopluk Petráček - DICEC
Hana Procházková - DICEC
Milena Reinišová - DICEC

International Advisory Committee:

Chris and Doreen de Winter Hebron, H+E Associates, UK
Brad Imrie, University of Glasgow, UK
Jiří Kotásek, Pedagogical Faculty of Charles University Prague, Czechoslovakia
Bogomir Mihevc, University of Ljubljana, Yugoslavia
Bill Peirce, Cape Cod College and CCIS, USA
Svatopluk Petráček, DICEC, Czechoslovakia

/IV/ The Seminar was organized by the host institution in cooperation with the SEKURKON Agency. The Seminar Manager was Jiří Hýbner and the Organization Manager Svatopluk Petráček.

The Seminar comprised plenary sessions, working group sessions and workshops. The programme of the Seminar included one ice-breaking session, one panel discussion, one poster session, a welcome party, sightseeing of Prague. A special programme was arranged for the accompanying persons (visit to the Museum of Books in Žďár nad Sázavou, open-air museum of regional architecture, Škrdlovice glass works).

The centre of gravity was in the working groups which were true "action learning" groups. They were in fact very largely self-presenting and were choosing at the first meeting how to proceed during the Seminar, including how to chair themselves. Every participant was free at the first meeting of the working group to offer to stay or to bow out as he/she preferred and to join another working group.

The working groups set their own agenda and chose their own outcomes. There were ranging from concentrating on the problems of a particular member, through designing a workshop or course to producing a set of guidelines, a research review or project, or an ideal model structure for the interest area. Some groups chose to present papers to each other, but many preferred to use their contributions as resources for a task-oriented discussion. The working groups decided to have initial chairs to start the process off. All groups had an official reporter. Several group members corresponded before the Seminar - they introduced themselves, explained their special interests in the group area, announced material which they will bring and ideas about agenda and group task.

/V/ The International Seminar was opened on Thursday, 20 June 1991 at 7.45 p.m. by the Head of the International Advisory Committee of the Seminar Chris de Winter Hebron from the United Kingdom. The first session was in fact an ice-breaking seminar, during which the participants filled in a questionnaire listing thirteen common needs of people attending seminars and workshops and then they were to make the priority of individual needs. How far their expectations were met they presented on the other side of the questionnaire.

At 9.30 p.m. the working groups met to prepare the plan of activities during the Seminar.

The Seminar was officially opened on Friday, 21 June 1991. The morning session was headed by Svatopluk Petráček, DICEC. The first to take the floor was the representative of the host

organization Jiří Hýbner, General Secretary of DICEC. He was followed by Vice-Rector of Charles University Jaroslav Mihule, who in his address aptly characterized the philosophical pedagogical mission of similar meetings of specialists. Key-note speech on "Staff Development and Training: a Central/Eastern European View" was delivered by the Dean of the Pedagogical Faculty of Charles University Jiří Kotásek. In his speech he dealt in details with general issues of staff development, differences between the "Western" and "Eastern" approach to the pedagogical education of higher education teachers, and mainly with the concept based on the interpretation and study of theoretical systems of higher education pedagogy, the concept of a structured training for the performance of pedagogical activities, the concept oriented to the modification of individual pedagogical behaviour and also with the concept of the development of the personality of a higher education teacher.

After the key-note speech the participants worked in individual working groups. In the afternoon there was a poster session where some of the participants in the Seminar used the possibility to show the core of their activities in the field of staff development and answer other participants questions.

In the second part of the afternoon session the following workshops were held:

Chris de Winter Hebron: Promoting Active Learning Climate
Doreen de Winter Hebron: Flexible Management in Higher Education
Lee Andressen: Designing Mixed-Mode Higher Degrees in Teaching and Learning for Academics
Christine Dickinson: Questions of Student Welfare

In the evening of the first day there was an official dinner for the participants with cultural programme (Moravian folk song and dance group).

On the second day of the Seminar (22 June) the participants worked in their individual working groups. In the first part of the afternoon session they met for the panel discussion on selected papers:

Bob Ross: Writing Interactive Staff Development Packages (Introduction)
James L. Thiesse: Aviation Management Education
WSH Du Randt: Accreditation/Evaluation Practices at South African Universities
David Chou: Human Resource Development of Education in the Republic of China (Taiwan)

During the second part of the afternoon session the following workshops were organized:

Randal Grebe: Transformative Tertiary Education
Gary Benson: Promoting Entrepreneurship Education
Bob Ross: Writing, Implementing and Evaluating Interactive Self-Study Staff Development Package
Chris Kapp: Effective Time Management for Heads of Department

The morning of the third day of the Seminar (23 June) was devoted again to the work of the working groups and in the second part of the morning session B. Cowan presented Pat Cryer's paper on "Staff Development and Training Unit".

In the afternoon the participants went for an excursion to the Pernštejn Castle combined with the sightseeing of part of the Czech Moravian Hills. The dinner was served at a historical pub of "Maršovská rychta".

On the fourth day of the Seminar (24 June) part of the participants went for an excursion to the Skrdlovice glass works and part of them had discussions in their working groups. In the afternoon the participants were preparing final reports from their discussions within their working groups. The second part of the afternoon session was devoted to the plenary session dealing with the outcomes of the sessions of individual working groups and with the general evaluation of 10th ISSED International Seminar. After closing the formal programme of the Seminar the participants met for an informal discussion on the issues of international cooperation. In the evening there was a farewell party with a cultural programme organized by the participants.

On the fifth day (25 June) the participants returned to Prague and most of them went for a sightseeing tour arranged by the organizers of the Seminar.

/VI/ The work of the Seminar was based mainly on the activities of individual working groups

W O R K I N G G R O U P A

Working Group A dealing with "Promoting International Curriculum/Cooperation" was chaired by Madelyn Healy (Kean College, New Jersey, USA).

The topic was addressed from three perspectives: the design of a model for reform, the involvement of students and staff, and the utilization of technology. Three subgroups deliberated on what must happen for international curriculum/cooperation to occur in each of these areas.

A MODEL FOR REFORM

The curricula model for reform will include a common core of international syllabi in each discipline, to be developed by steering committees in each area. College graduates will be prepared to work in international markets. English will be the common language, and each student will be required to learn one additional language. The program will include the discipline core subjects, a foreign language, and information technology and data bases. Inter-university transfers will be possible for both students and faculty. A committee of interested conference participants was convened to become a network to address the task of developing international syllabi.

INVOLVEMENT OF STUDENTS AND STAFF

The dimensions of organization and training of students and staff were looked at in the contexts of both subject globalization and multicultural development.

	Subject Globalization	Multicultural Development
Organi-zation	Professional assoc. Newsletters Conferences Abstracting services Libraries	Student support services - Counselling/welfare - Languages - Orientation programme Office for International Programme
Training	Teaching/learning styles Staff/student exchanges Project funding (TEMPUS, ERASMUS) Split programmes	Training students in teamwork Staff development in needs of overseas students: linguistic, cultural, academic

Subject Globalization

Conferences which are subject-based are an obvious means for subject developments to transcend national boundaries. Although it was recognized that these were both sporadic and relatively costly, the group felt that the value to be derived from the personal contacts which conferences engendered was immense. On a continuing basis professional associations - perhaps accompanied by a regular newsletter - could, at a much lower cost, help perpetuate contacts made at conferences, stimulate new ones, spread subject awareness, and provide mutual support globally. The problems language barriers posed to the dissemination of subject knowledge could be alleviated by efficient and effective abstracting services, perhaps operated through institutional libraries.

The sub group recognized that teaching and learning styles varied widely across countries and cultures, and that great benefits could be derived from exposure to unfamiliar methods. Exchanges of students and staff provided a medium through which this familiarization might be achieved. Increasingly, funds are becoming available to facilitate exchanges through schemes such as ERASMUS, TEMPUS, COMETT, and LINGUA. The sub group felt that it was important for both staff and students to be made fully aware of the modus operandi of these schemes in order to use them to full advantage. Attention was also directed to the "split-programme" concept - particularly in the context of research - in which a student might spend a preparatory period in a host institution, a fieldwork period at the home institution, and concluding "writing-up" period again at the host institution. With supervisory visits during the "middle" period both students and staff could benefit from the interchange.

Multicultural Development

The sub group addressed the administrative framework necessary to promote internationalization. The presence, within the institution, of an "Office for International Programmes" (whose primary role is to stimulate and to coordinate international contacts at an institutional level), was seen to be essential. In addition, support services for both visiting staff and students were required in terms of counselling, welfare, and language support, on a continuing basis. On a regular basis - each year or term as appropriate - orientation programmes for the benefit of incomers were vital.

Awareness of and sympathy with the cultural needs and differences of others cannot be assumed to occur intuitively. Staff need to be dissuaded from applying to overseas students their own cultural norms, and to be alerted to the particular linguistic, cultural, and academic needs of incomers. Students themselves need to be encouraged to be adaptable in their approach to their work, and to working with a cosmopolitan group. In the latter context, development of teamwork skills in an international framework is seen to be particularly challenging, but potentially a source of great enrichment for students and staff alike.

TECHNOLOGY

In selecting the types of technology which would be appropriate, four were considered. High technology and engineering technology were excluded because of their industrial ties; communication technology and educational technology were considered to be appropriate for international exchange.

What must happen for that international exchange to take place?

1. Organization and method of dissemination

- Use existing international staff at individual universities with a minimal bureaucratic coordination center - we suggest existing organization e. g. TEMPUS, ERASMUS, or other in place organizations.

- Use an electronic mail/data base exchange system such as the French Minitel for direct access by individual universities, via satellite or similar communication network.

2. Training
- Require language training for primary access to original documents rather than second, third or editorialized information.
- Require staff development in the specific areas of information technology and modes of delivery

3. Avoid the development of a large bureaucratic organization which would be unable to react in this extremely fluid situation.

4. Devise a test situation of the exchange of communication and educational technology among two to three universities (located in EUR, UK, USA). Submit a proposal for funding to TEMPUS, COMETT or ERASMUS or another educational organization.

W O R K I N G G R O U P D

Working Group D dealing with "Successful Innovations in Course and Programme Design" was chaired by David J. Nicol (University of Strathclyde, Glasgow, UK).

The report of the Working Group D defines a set of issues to be taken into consideration to ensure success of innovations in course and programme design within a higher education institutions.

The Working Group considered that its task should be to identify considerations at different levels which were essential to ensuring that innovations in course and programme design were successful. Since the group comprised Higher Education teachers and educational development staff (those working in the field of staff development) their discussion was concerned with both innovations in regular higher education courses and in "in-service" staff development courses for teachers. In most cases the presentation below focuses on the idea of a "course" as series of sessions on a topic lasting for one semester or one term. However, staff development courses might be of a much shorter duration. A "programme" might be thought of as a combination of courses (often leading to a certificate or degree). The group assumed that a new course was being designed but most of the ideas might equally apply to existing course development or revision.

The Working Group reasoned that successful course innovation demands success at three levels or stages in the implementation process.

1. **Design Success** (success for the designer(s) or course planner(s))

   Achieve a design that satisfies some clear, coherent, theoretical and innovative principles about <u>how students learn</u> in the particular subject area in the light of current research and practice.

2. **Implementation Success** (success for the learners)

   Achieve at a satisfactory level the <u>kinds of student learning</u> expected, students being motivated to study and being successful in their studies and willing to evaluate the course highly.

3. **Institutional Change Success** (success for the institution)

   The innovative course becomes an established part of the institutions offerings and influences the way other courses are designed and taught.

DESIGN OR PLANNING SUCCESS

Success at the planning or design phase of course innovation is a prerequisite for success at the later stages of implementation. At the planning stage the needs that the course is intended to satisfy must be properly identified before goals and objectives for the course are formulated. A basic assumption of the Working Group was that success depends on the willing participation of students and teachers in the process of change. Normally, the teacher will always take the initiative in course design but student motivation and cooperation are still important for success. Three major considerations at the design/planning stage are amplified below.

1. Conducting a Needs Assessment: Collecting Useful Data at the Design Stage

A <u>needs assessment</u> should form a central part of the design process. Whose needs is the course intended to satisfy? A course or programme may have to meet the needs of many different constituencies or clients (eg teachers, employers, parents). When needs are researched and specified in advance it is easier to design educational experiences that result in learning appropriate to those needs. Typical methods of collecting data about needs are questionnaires, surveys, observations, interviews with specialists and research surveys. To ensure that informed decisions are made at the design phase information should be collected from people in the following areas.

1. Teachers have knowledge about what is fundamental and peripheral to the discipline, about recent developments in the subject and about future trends. Their knowledge will help determine the scope of the subject content and the teaching/learning methods employed. Educational priorities in the course might also be influenced by the ethos of the institution: for example, whether it offers a liberal education or a more technical or practical education.

2. Students themselves are an often overlooked source of information at the course design stage. Students who have done similar courses in the past can provide useful information to course designers about successful and difficult aspects of completed courses and students enrolling on new courses can inform designers about their needs, priorities and expectations in the short and long term. The entry level of skills and knowledge of students are important considerations in determining the course content, sequencing and methods.

3. Society (e.g. employers, government, professional bodies). If the course or programme is meant to satisfy professional requirements, then its design must provide students with opportunities to gain the knowledge, experience and skills required by that profession. Some needs may be encapsulated in government directives while others may be generally understood such as the needs of society to create balanced citizens or to give all students basic competences.

4. Research on teaching and learning has a role to play at the design phase of a course as well as at the implementation phase. Knowles (1984) and others have outlined the principles of adult learning and from this provided guidelines for the design of effective learning environments. Similarly, Marton and Saljo (1984) give principles and guidelines relating to undergraduate learning. New research on learning is continually enhancing our understanding of how to improve student learning and how to organize teaching so as to make learning easier. All courses should be examined for their hidden assumptions about how students learn.

2. Clarifying Aims and Objectives

The second major aspect of the design process is the articulation of the aims and objectives of the course. To some extent the aims of the course will already have been formulated since they derive from the earlier needs analysis. Formulating educational objectives, a more detailed process than formulating aims, not only gives greater direction to course planning but also helps the planner to select appropriate content, learning activities and resources. Many writers have given quite precise guidelines about how such objectives should be specified: for example, they should describe student behaviour rather than teacher behaviour,

they should describe "end performance", that is, what the student will be able to do after having had the educational experience; they should be specific and refer to observable behaviours and not to abstract mental states. However, there has been a large body of criticism against the specificity of this approach. An important argument is that it cannot cope with creativity and unique learning outcomes, something we wnat to encourage in students. Nonetheless, whatever curriculum development model is favoured by course planners it is important that they spend some time clarifying objectives at a level appropriate to their own needs. At minimum this will allow planners to communicate with others what students should get from the course and the intentions of the planners.

3. The Design Team

A third consideration is the utilisation of a team approach to planning and design. While teams may be more appropriate for "programmes", even single courses benefit from more than just one teacher being involved in the design. Teams capitalise on a variety of talents and often lead to better quality programmes. Ideally the team would comprise teachers (subject specialists), educational specialists, evaluators, production people and programme administrators. It could include others, for example, social scientists. The teacher(s) would normally play the leading role in the course or programme with educationalists and others adopting supportive roles. If more than one person is to teach the course a team may also have to be selected for delivery: this team should have both knowledge of the discipline and appropriate teaching skills.

VARIABLES INFLUENCING IMPLEMENTATION SUCCESS

At this point in the development process the course design is tested operationally. This may be done by conducting a pilot study for a part of the course or for the whole programme. During this stage data are collected to determine how well the programme objectives - both the overall and unit by unit objectives - are being met. Based on this information revisions are made in format and materials. This cycle of formative evaluation and improvement should be built in at the design phase and continue through the life of the programme. It might be conducted by special evaluation staff or by teachers themselves. More formal evaluations might also be carried out: for example, using student feedback questionnaires or long term evaluation studies examining the knowledge or skills gained on the course and their relevance to the needs of employers.

The variables influencing the success at the implementation stage are given below both for courses designed for regular bodies of students and those designed as staff development opportunities for academic staff.

Implementation Success: Both Academic Staff Development and Regular Courses

1. Learner Factors: When the needs of the learner are given high priority courses are more likely to be successfully implemented. Some anticipation of potential learning difficulties will also increase the chances of success. The course should therefore:

a) offer a varied range of learning experiences so as to keep student interest and motivation high and to compensate for individual differences in ability and learning style.
b) draw upon the existing skills, knowledge and experience of the enrolled student group.
c) include procedures for dealing with problems such as learning difficulties, unwilling participants in classrooms, drop outs etc.

2. Teacher Effectiveness: Teachers must have the requisite teaching skills or have the opportunity to develop them and practical steps should be taken to ensure teaching consistency. For example, the chances of implementation success for a course are normally higher if:

a) the teachers have a good understanding of the different theories of learning and have a wide range of practical teaching skills to match different learning situations.
b) the teachers also have a commitment to systematic questioning and study of their own teaching and to practical experimentation and reflection about their own teaching performance (they have "meta-cognitive" skills).
c) the teachers are responsive to students' needs (eg quick return of marked assignments) and especially when learning difficulties arise.
d) the staffing on courses is consistent over time and the teachers delivering a course or programme are consistent in their approaches (eg do not convey contradictory messages).

3. Administrative Support is an essential component of any change effort, influencing how rapidly and effectively any course or programme innovations are implemented. The administration is responsible for establishing a supportive climate and providing the resources that quality innovations require. Some administrative considerations that will support implementation effectiveness are given next.

a) Physical resources such as rooms and equipment are provided and maintained and managed efficiently and timetabling of classes is coordinated.
b) The number of students enrolled on the course or programme is such that staff/student ratios are appropriate to the type of teaching/learning suggested by the original design.
c) The course is properly marketed so as to attract the type of students for whom the course was designed.

d) The teaching backup provided by the administration (photocopying, secretarial assistance) and support services (eg Library, Audio Visual) is conducive to student learning.

Implementation Success: Special Factors for Regular Courses for Students

Successful implementation of courses designed for the normal student intake (eg undergraduate students rather than staff development courses) will also depend on factors external to the institution and influences at a higher level within the institution than the teacher. Market forces indirectly influence the success of courses: for example, if employment demand in a particular subject area is high then more students will enrol for courses in this area. Similarly, the government can influence the success of a new course through its educational policy and related funding: for example, if grants are available to students to take a new course this will help recruitment. Resourcing is also important within the institution. External pump priming money may be used to launch a new course but long term implementation success might depend on the course having internal budgetary support when the pump priming money runs out.

Implementation Success: Academic Staff Development Courses

A number of special considerations exist when trying to ensure the success of Academic Staff Development courses for higher education teaching staff. Most of these derive from the particular characteristics of this student group when compared with regular students (their maturity, professional level) and the related social and organizational context within which the course innovation occurs. The students on staff development courses are normally subject experts in their own disciplines but they may also have considerable years experience of teaching undergraduates.

Despite this, they may view teaching as a low priority when compared with their own research or not consider it as an equally demanding "professional" responsibility. However these attitudes are very much related to the social and organizational context of the institution within which these staff work. The success or otherwise of a new course or programme to develop teaching and learning is in part determined by institutional support structures (eg rewards for teaching, resources for innovations) and by the interplay of the various power groups within the organization. These factors determine the needs, positions and actions of individual participants. While it is not possible here to analyse success within different institutional contexts it is possible to state some basic factors which influence implementation success of staff development courses.

1. Motivation and Incentive to Participate. While this is important for regular courses it is essential for staff development courses where participation is usually voluntary. Factors which increase motivation and incentive are the perceived relevance of the course, the implicit or explicit rewards for attendance, the degree of departmental support (eg are staff released from normal duties to attend), the credibility of those delivering the course and the previous track record for similar courses in the past. Utilising the skills of respected colleagues within the institution in course delivery can enhance the chances of success.

2. Handling the Sensitivities of Course Participants. Staff considering participation in educational development courses may be resentful feeling that resources might be better utilised elsewhere or for a different purpose within the institution. This is a common criticism in organisations with multiple goals. However, if the value of the programme is properly explained and resentments are taken seriously and dealt with early it is more likely that the course will be successful. The key here is empathy. A more specific example is where staff express discomfort at being assessed like "regular students" on courses. Again problems like this require careful handling and sensitivity to the needs and attitudes of those involved.

3. Ownership and Consultation. For staff development courses this is an important key to success. Developing participants' sense of ownership for the course or programme will increase their sense of commitment. Courses or programmes have to be seen to be meeting the "felt" needs of participants who should be consulted about content and design. These staff are adult learners who must be given the opportunity for active participation at times and locations suitable to them. A sense of partnership with staff developers at the implementation phase of course innovation and the use of experiential and participatory learning procedures will make success more likely.

SUCCESS IN THE INSTITUTIONAL CONTEXT

When a course becomes part of the established programmes offered by an institution and it is properly resourced and supported then the course has achieved success in the institutional context - the change has been "embedded" in the institution. Below are listed some of the features within the institution related to successful course innovation.

1. Assessment Policies and Practices. Institutional policies and academic practices should support and encourage course innovation and not be in conflict with it. Assessment practices embodied in rules and regulations are particularly good indicators of the level of institutional support for innovation. Much of this paper has implied that courses are more successful if they are "student centred" in their design and implementation. However, student centred methods often require non-traditional assessment

strategies (eg self, peer and collaborative assessment). Therefore, the institutional commitment to innovative courses can be gauged by whether course innovations incorporate valid assessment strategies and by whether assessment regulations are generally flexible enough to support alternative assessment methods.

2. Staff Development Support. The new methods of teaching implied by innovative courses require that staff have opportunities to develop new understandings of the educational process and related skills. If the institution does not recognise this need and make provision for it then the "embedding" of new methods within the institution is likely to be less effective. Changes to student centred methods require that staff develop new "relationships" with students rather than just develop new teaching skills (eg instead of "instructors" staff become "facilitators" or "equal partners" in learning contracts). Therefore, as well as traditional workshops alternatives might have to be sought to enable appropriate staff development to occur: for example, staff might be given opportunities to receive collaborative support from more experienced colleagues in their own teaching environment in the early stages of an innovation.

3. External Accountability. New courses may be introduced to fulfil the requirements of professional bodies (eg Engineering Institutes). When these bodies have accepted such courses then this legitimises their status. Less formally, employers may also influence the success of courses through market demand for graduates. In this way new courses are accountable to bodies and stakeholders outside the institution. Being able to satisfy these external accountability requirements is another feature signalling that the innovation has become an established success.

4. Financial Support. Institutional success for a new course also means proper financial support. Money should be available to maintain the course after the initial development and implementation. Government grants/loans will also be available to students taking the course.

5. New Student Markets. Established courses have their own student markets. Therefore success in the institutional context means having a good supply of "approriate" students wishing to enrol for the course. The course design may target mature students, those from particular professions or those less able at the start.

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W O R K I N G G R O U P E

Working Group E dealing with **"Outcome Evaluations/Academic Audit"** was chaired by Brian Oldham (Teesside Polytechnic, UK).

Initially, members of the group tended to concentrate on the latter, more emotive element of the title, although they were conscious that academic audit represented just one aspect among many within the more general issue of the evaluation of performance in higher education. Interestingly, "Outcome Evaluations" later emerged as one means of testing the assumptions group members held about "Academic Audit".

Experiences drawn from several nations indicated that a common pattern in "first world" countries was of government cuts in spending with an allied insistence upon increasing accountability. Group members felt that the latter was a legitimate demand of a society and its government upon higher education; however, it was also felt that behind this pattern lay a (hidden) objective to reduce autonomy, paradoxically even when the **expressed** intent was to increase it. Accordingly, consideration of academic audit, wherever it was proposed, had to be examined within the formal and infomal contexts.

In short, therefore, there was initially some group scepticism about academic audit, and a series of questions put in an attempt to examine the hypothesis. Broadly, these fell into threee main catagories:

a) By whom, for whom ...
By whom was accountability to be judged? The paymaster, someone else, or some other group? To whom do the data and the conclusions go? And who takes what action upon the results? Who has the right and ability to ask which (appropriate and valid) questions? Are there legitimate agencies who can carry out audits?

b) Reciprocity ...
How can the universities ask questions in turn of the governments' ministries and other "auditors"? Are traditional methods of evaluation within universities now ineffective with the outside world?

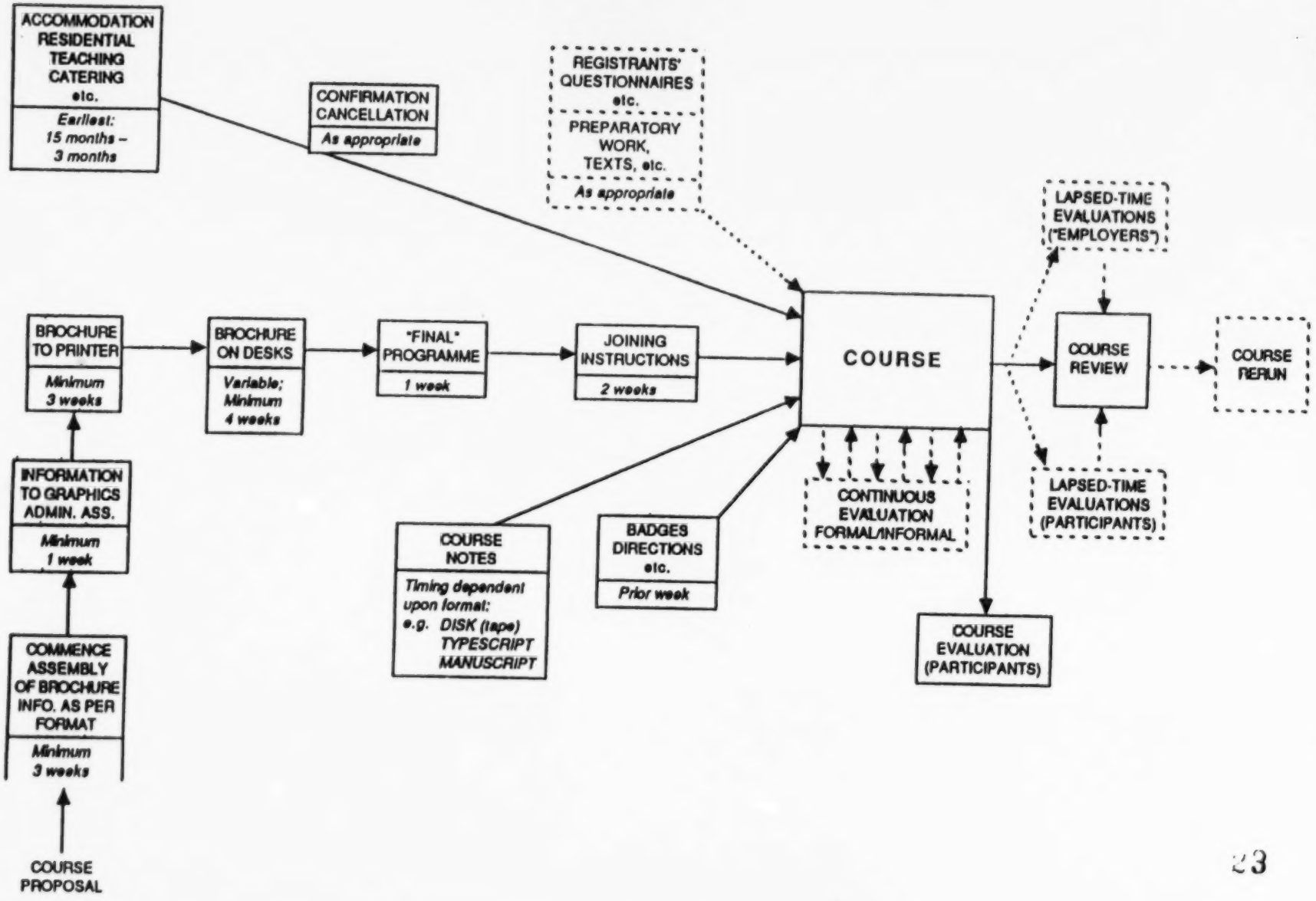
c) Objectives ...
Does audit represent government action to change higher education to fit a changing society, and if so might this not be entirely legitimate? Can academic audit be used simply as a means for changing policy through raising issues within the institution?

A related area of questioning, which absorbed considerable time in the determination, concerned the rather more problematic issue of whether or not the process of asking the questions in audit impacts upon the institution. That is to say, in setting up an Academic Audit Unit and putting to its parent institution questions (posited even in terms of its own systems) to verify quality assurance and evaluate processes, the institution will then almost certainly, and often uncritically, put processes into place. These inevitably impact upon the institution (for good or ill), but invariably it lacks the checks and balances to assess those imposed processes. We felt that this concern was present even when the questions posed were legitimate.

There is a danger, too, that for reason of simplicity, comparability etc. the exercise may push in the direction of quantitive rather than qualitive measurements. This raises other questions in terms of who is putting the question (who are the role players, in a sense). Does the piper call the tune or his "paymaster"? Should those who implement the plans also make the plans? Which questions are legitimate (particularly within the context of ostensibly autonomous institutions) and how should they be put, for both the questions and the manner in which they are phrased can influence the answer. (For example, "How successful are your graduates?" is significantly different from, and would prompt a quite different answer to that which might be expected from the question "What was the breakdown of degree classification between the departments throughout your institution?") But critically, again, what is the impact upon the institution of putting the questions? (The question affects the institution as assuredly as the imposition of any external influence affects any organism.)

We then considered a specific case, a micro-examination of an outcome evaluation along the lines of a particular model (appendix I). This served to focus the group, and forced it to re-assess some of its original scepticisms.

Specifically, we considered the evaluation process for a short post-experience vocational education course aimed at degree-level students in full-time employment, attending a course funded by their employer and intended to increase their company's body of knowledge in a particular discipline area. If it was legitimate (and we believed it was) to enquire into the employer's evaluation of the course because the company had sent and supported the participants at the course, might it not be equally valid for a central unit reporting to a funding council for higher education, to enquire into the "worth" of undergraduate and graduate study experiences? The answer appeared to be "yes", but with reservations about what and whose criteria should be adopted to determine "worth" and "quality", and about the criteria to be used in deciding whether and when those learning experiences should be repeated, and if the syllabus should be modified or unchanged.


ACCOMMODATION
RESIDENTIAL
TEACHING
CATERING
etc.
Earliest:
15 months –
3 months
CONFIRMATION
CANCELLATION
As appropriate
REGISTRANTS'
QUESTIONNAIRES
etc.
PREPARATORY
WORK,
TEXTS, etc.
As appropriate
LAPSED-TIME
EVALUATIONS
("EMPLOYERS")
BROCHURE
TO PRINTER
Minimum
3 weeks
BROCHURE
ON DESKS
Variable;
Minimum
4 weeks
"FINAL"
PROGRAMME
1 week
JOINING
INSTRUCTIONS
2 weeks
COURSE
COURSE
REVIEW
COURSE
RERUN
INFORMATION
TO GRAPHICS
ADMIN. ASS.
Minimum
1 week
COURSE
NOTES
Timing dependent
upon format:
e.g. DISK (tape)
TYPESCRIPT
MANUSCRIPT
BADGES
DIRECTIONS
etc.
Prior week
CONTINUOUS
EVALUATION
FORMAL/INFORMAL
LAPSED-TIME
EVALUATIONS
(PARTICIPANTS)
COMMENCE
ASSEMBLY
OF BROCHURE
INFO. AS PER
FORMAT
Minimum
3 weeks
COURSE
EVALUATION
(PARTICIPANTS)
COURSE
PROPOSAL

Throughout the process, group members were conscious of the dangers of arguing from the particular to the general (from the grocer's shop to the national economy, if you will), but nonetheless found value in those areas of comparison of principle rather than of detail. (A 5-day P.E.V.E. course on human-computer interfaces is not the same as a 3-year under-graduate degree course in the area of Latin-American history, though the same institution can bring common, different, and new teaching and learning skills to bear upon their dissemination.)

This group process of moving from establishing the assumptions (and prejudices) of individual members of the group in respect of the overall topic, through the testing of these assumptions on a specific case (the micro-level), then broadening out again into further (and better informed) speculation and examination (the macro-level) was itself an interesting and for some a valuable exercise (though not apparently for Eastern European colleagues). It could not, however, be accomplished quickly!

It led ultimately to speculation that government intervention (through the promotion of an ethos of "externally determined accountability" and the encouragement of a central academic audit unit) may well be legitimate in reflecting societal change and the consequent need for some corresponding change within the higher education sector, however traumatic the re-alignment of traditional values with new social needs may feel. However, such intervention was feared when ideologically and politically motivated, and could only be legitimate when "societally based".

On determining this, it was next possible to agree on a number of positive outcomes of academic audit, as follows ....

a) it could assist higher education to become more responsive to, and place the sector more closely in alignment with its society;
b) it is capable of challenging the higher education sector to examine and justify its procedures and practices;
c) it could clarify lines of accountability [which might otherwise remain (deliberately?) obscure];
d) it can provide data for higher education to claim/justify more funding.

In conclusion, the group identified two areas for future reflection. Firstly, there remained unanswered the question of how higher education in general, and universities in particular adapt to changes in the society in which they are embedded; does this occur as a "geological" movement, or is it a more regular process of adjustment? If the former, is the present academic audit movement part of the traumatic realignment that is implied?

Secondly, and perhaps more hopefully, the group determined to respond to academic audit positively, though not blinded to the variety of possible contexts. It was agreed that adacemic audit had a potential for good, not least because it provided an

opportunity to reflect upon (and recall!) our own missions and processes, but would be fatally flawed if the questions put by auditors (and their remit from an Academic Audit Unit) differed in their motivation and objectives from the questions that higher education would put of itself, thereby acting as interventions upon the organism with unpredictable outcomes.

W O R K I N G G R O U P I

Working Group I dealing with "Implementing Faculty/Staff Appraisal Schemes" was chaired by Bill Peirce (Cape Cod Community College Forestdale, USA).

Working Group I quickly concluded that despite its focus on "Implementing Faculty/Staff Appraisal Schemes", faculty/staff appraisal schemes are inherently part of an overall institutional system for appraisal and development and that implementation must be discussed in that context. Recognizing that successful implementation also includes a good deal of art as well as science, it was decided to include the sharing of implementation experiences and issues as a major part of the group's work.

Working Group Procedure

Following an initial sharing of information on current issues and professional backgrounds, Working Group I proceeded to define a series of topics relating to implementation schemes for presentation and discussion. The intent being to focus group discussion, to produce a summary of commonly held principles, and perhaps to draw some overall conclusions. The primary topic areas included an examination of the potential contributions of faculty/staff appraisal schemes, identifying characteristics of "best case" and "worst case" implementation schemes, detailed presentation of specific cases and papers for group comment and interaction, discussion of the appropriate training and skills for appraisal unit members, and the formulation of conclusions and a group report.

Potential Contributions of Appraisal Schemes

There was a clear consensus that effective implementation of a faculty/staff appraisal scheme can deliver definite benefits for the institution and help it to fulfil its mission. The potential contributions include:

* Better Teaching and Learning
  An appraisal scheme, coupled with professional development support, can result in better pedagogy with an enhanced learning environment.

* **Input on Advancement Decisions**
  A well designed appraisal scheme can produce rational input on advancement decisions and provide positive feedback for professional staff who have made strides to develop their pedagogy and to meet institutional objectives.

* A Renewed Focus on Objectives
  The interactive nature of the definition phase and implementation of an appraisal scheme can reinforce appropriate objectives and the priority associated with often conf icting demands placed upon professional time.

* Improved Coordination of Individuals and Units
  Implementation of a comprehensive appraisal scheme can support analysis and communication relating to the appropriate objectives for individuals and units within the institution.

* Self and Group Development
  The feedback inherent in an appraisal scheme can increase the importance of both self and group development with resultant gains for individuals and for the institution.

* Ownership
  Successfully designed and implemented, the appraisal process can build a sense of ownership in both individuals and units. Interaction in setting specific annual targets and in evaluating results includes, in a positive manner, participants in the appraisal process.

* Personal Satisfaction
  As an example, positive feedback on teaching can offer a reward and increase satisfaction for individuals whose interests and skills lie in pedagogy rather than in research or other areas of professional service.

Best/Worse Case Scenarios

Successful implementation of appraisal schemes is highly dependent upon the design of the overall appraisal and development system, the professional climate of the institution, and the policies and support established for the project. While the situation at specific institutions varies enormously, it is possible to identify key characteristics which combine to produce "best case" or "worst case" scenarios for the introduction of an appraisal scheme. The characteristics identified are outlined as follows:

"Worst Case Scenario:"
* Arbitrary criteria for appraisal - set by decree.
* Excessively rigid format.
* Emphasis on the production of "a number" which quantitatively summmarizes an individual.
* Confused agenda and goals - perceived threat.

* Random linkage to pay and promotion.
* Short time horizon.
* Appraisal limited to a small group (ex. those considered for promotion).
* Appraisal by "outsiders" or along organizational line relationships.

"Best Case Scenario:"
* Broad, clear criteria - interactively set.
* Open-ended rating system.
* Credible rating - perceived as fair.
* Open, clear agenda and goals.
* Rewards for good ratings and improvements.
* Promotes "horizontal career path".
* Support for self and unit professional development available.
* Trained appraisal/development unit staff.

Specific Cases and Further Discussions

Detailed presentation of Dr. Konrad's "Will the Evaluation of the Staff Increase Its Level?", Dr. Babinský's "The Futuristic Considerations of Lifelong Education of Secondary School Teachers of Professional Subjects", and Dr. Du Plessis's "Case Study: The Implementation of a Performance Management System at Potchefstroom University" provided a useful framework for further discussion and analysis.

Several additional ideas and issues emerged from the discussion as being noteworthy and meriting further development. These included danger points or issues for implementing appraisal schemes, the documentation and involvement of staff in negative situations, appropriate training and skills for appraisal unit members, and the influence of the timing (i.e. one discrete action, one year increase, or longer) of merit rewards.

The central danger points or issues were felt to include staff perceptions of insecurity, negative reinforcement following from the appraisal process, and concern over the power associated with the use of information collected during the appraisal process.

Conclusions

At least five common threads or conclusions follow from the working group experiences and discussions of the implementation of appraisal schemes in institutions within their respective countries.

These include:

* Functional System

Successful faculty/staff appraisal depends on its inclusion within an institutional system for goal setting, appraisal, and development.

* Inherent Tensions

Strong tensions inherently are present between "Improvement and Rating" and between "Quantitative and Subjective Assessment." There are legitimate arguments to support moving toward each pole. Successful implementation strategies must recognize this tension and seek an appropriate balance to meet the needs of the specific situation.

* Institutional Climate

Establishment and maintenance of a climate of trust and respect is essential to implementing successful appraisal and development programs. This climate is particularly important during the transitional period when a new scheme is introduced to an institution.

* Widened Career Options

Successful faculty/staff appraisal and development programs offer outstanding opportunities for the professional refreshment of staff and for the support of horizontal as well as vertical career paths for academic staff.

* Institutional Change

The implementation of an appraisal and development system offers the potential for helping with transition and change for entire educational institutions as well as achieving significant gains in teaching/learning effectiveness and efficiency.

W O R K I N G G R O U P J

Working Group J dealing with "Evaluating Instructional Competencies" was chaired by Carla Nelissen (Vrije Universiteit, Brussels, Belgium).

Participants in this Working Group discussed the following contributions:

1. Evaluating instruction in higher education - a generic model (George Kavina)
2. Models for assessing teaching quality (Chris de Winter Hebron)
3. Evaluation of instructional competencies by means of a standard questionnaire (Carla Nelissen)
4. Student evaluation of teaching at the University of Maribor, Slovenia (Slavko Cvetek)

The Working Group started with the first two more general contributions, coming from countries with a more established evaluation tradition (i.e. USA and UK). Afterwards the two other participants presented their cases and were criticized by the more experienced colleagues.

G. Kavina emphasized the importance of self determination of evaluation criteria, data sources and data collection methods. He also stressed on some administrative caveats in evaluating teaching.
What constitutes good teaching has not been entirely resolved by research. This is a critical problem for educational institutions because this must be known before criteria which are the heart of any evaluation system, can be established.
Therefore criteria determination (step 1 in the generic process model) evolve from critical input by members of all teaching disciplines in the organization. The Working Group experienced to some extent the complexity and importance of this initial step relating to the other steps of the Generic Process Model:

step 1: determine the criteria by which teaching and advising will be evaluated
step 2: identify data sources from which judgments will be made
step 3: structure data collecting methods
step 4: sum the data
step 5: reconcile any circumstantial factors or institutional perquisites that have the potential of affecting instructional performance. These can range from the granting of graduate assistants to the professor to help develop instructional materials and research bibliographies to lighter teaching loads when the same considerations are not made available to other staff.

Chris de Winter Hebron explained the reasons for developing a behaviourally referenced system for evaluating teaching in higher education.

AID - the acronym stands for Assessment for Instructional Development - is a behaviourally referenced class questionnaire developed by the author from a data base drawn from 12 institutions of HE (Polytechnics and Universities). It is intended to help the user locate

- objectives in their own progress towards which his students report they lack confidence
- teaching behaviours that seem to bear on these objectives
- changes of teaching strategy that may therefore help the students.

AID - is focused on the individual class and subject discipine - it is *not* suitable for "accountability" uses.

Interesting comments were made about the rationale for choosing a behaviourally referenced system (focussed on *what* teachers and students do or feel, and *how often*) rather than a "satisfaction scale" (focussed on "do my students like me?"), and the way AID was developed from earlier, mainly North American behaviourally referenced systems, such as IDEA.

C. Nelissen emphasized that at the Free University of Brussels, evaluation activities are part of the academic staff development program. She also gave some explanations about the quality assurance system that is built up and about the ways in which this is affected by the new law on higher education. One item of that quality assurance system, a standard questionnaire for lecture evaluation at undergraduate level, was discussed in more detail.

S. Cvetek explained the purpose of the system that was developed at the University of Maribor which is twofold:

- to operationalise the teaching appraisal with respect to (re)election and promotion of university teachers
- to facilitate communication between teachers and students.

A lot of similarities were discovered between the Slovenian and the Belgian developments.
As a result of this, both participants wish to explore further possibilities for coordination.

Finally the Working Group also discussed academic staff selection procedures within the different countries represented.

W O R K I N G G R O U P L

Working Group L was chaired by Doreen J. de Winter Hebron (H+E Associates Ltd., UK) and concentrated its work on **"Management /Leadership Development"**.

Because this topic was so diverse, and covered such a wide range of material, the final report of our discussions is a joint effort. Bryan Cowan opens with a discussion of the key questions involved in leadership for change. Helen Watt follows with a section on the training of leaders. Dolores Burke concludes with a note on the sociological aspects of higher education organizations. All I have done as Group Chair is to assemble the three sections and add this short introduction.

Doreen J de Winter Hebron

The item "Leadership for change: a change for leadership" was dicussed first. The concern was with university leadership, and drew on the experiences of those working within universities in a variety of cultural and political settings from South Africa and Eastern Europe to the United States of America and the United Kingdom. In a series of discussions, we considered both the practical elements of leadership training in universities and the more elusive, but equally significant, issue of defining alternative organizational structures for institutions of higher education.

The interpretation of the role of the university leader and the processes that lead to that appointment have never been subjects that have merited much consideration or debate. The training provided for new incumbents has, until recently, been limited to explanations of financial and other administrative systems. A more creative approach to leadership training, which promotes more participative and situational management models, is a recent phenomenon. This traditional approach to leadership in universities, that bears little regard to individual, situational or societal needs, is no longer acceptable in an organization which must respond quickly to internal and external demands.

The proposals and considerations presented in the Working Group by no means reflect a comprehensive view on university leadership. Discussions were, inevitably, often explorative and disconnected at times, but were an essential stage in the group's learning processes.

LEADERSHIP FOR CHANGE

In seeking to understand and improve university leadership a number of key questions emerged.

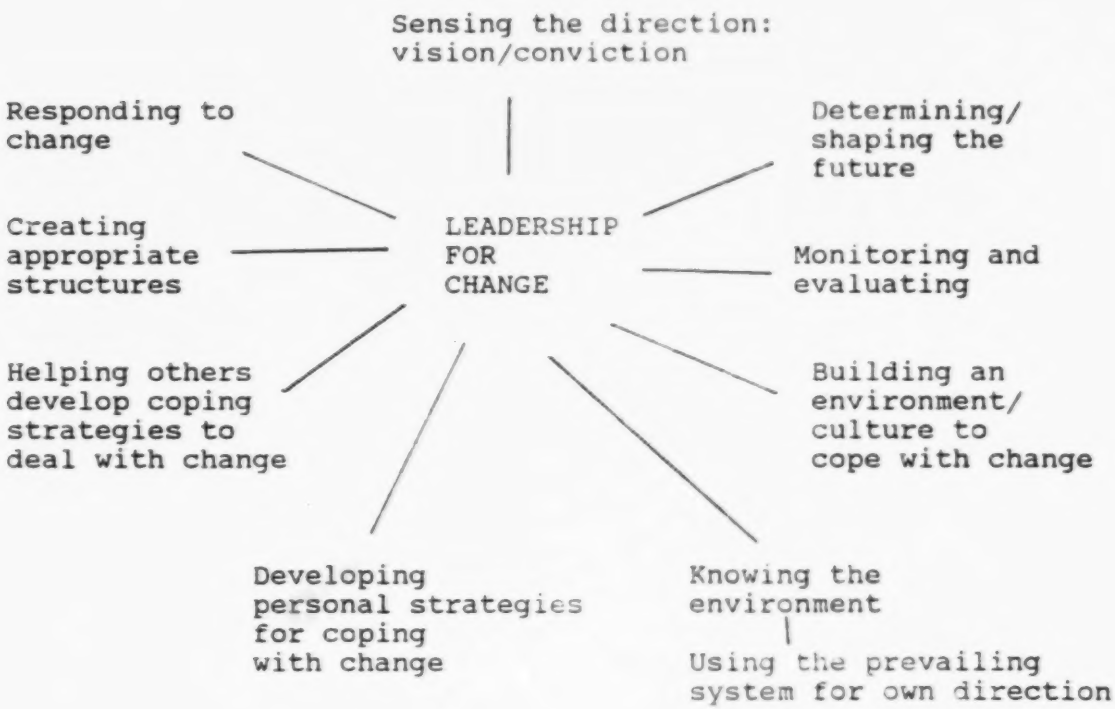
- How can leadership potential be recognized?
- How can a climate be created in which leaders can function effectively?
- What effect does organizational structure have on the style and effectiveness of leaders?
- How can leaders be trained to be more effective?
- What support systems should be provided to aid university leaders?
- How can university leaders deflect political subversion?
- How can leaders be more effective entrepreneurs?

Within this list certain common elements stand out. The passive, inexperienced leader who manages his/her team through intuition and historical example is inappropriate in today's arena where politics and ethics conflict and individuals exert their influence much more forcibly than ever before. At one time it was believed that the good sense of the collegial process would serve to defend groups of academics against external pressures

(Lockwood & Davies: 1985). This is certainly not the case today. Leaders are finding themselves isolated from their own colleagues and confronted by tasks demanding such diverse and unprecedented skills as entrepreneurship, marketing, counselling, financial, interpersonal and evaluation. For decades departmental leaders have done little more than ensure the status quo in their maintenance of operational activity. Today's leader must cope with issues arising from a highly competitive higher education environment, the ferment of institutional micropolitics, environmental issues, and many more. Such demands on university leaders have clear implications for selection and training processes.

Universities have been obliged to review their relationship with the world of commerce in an attempt to raise levels of funding. In Eastern Europe universitites are experiencing, for the first time, the frustrations of attracting sponsorship and industrial patronage. In the United Kingdom this problem lies at the heart of both university and faculty management.

At the root of all these issues lies the need to prepare leaders to cope with current management problems while at the same time encouraging a more far-sighted approach to setting objectives and making decisions.
The following diagram illustrates certain functions of university leadership identified as essential for those in such positions:


Sensing the direction: vision/conviction
Responding to change
Determining/ shaping the future
Creating appropriate structures
LEADERSHIP FOR CHANGE
Monitoring and evaluating
Helping others develop coping strategies to deal with change
Building an environment/ culture to cope with change
Developing personal strategies for coping with change
Knowing the environment
Using the prevailing system for own direction

Clearly, in the short term leaders need development and support to improve their current performance. In the long term, the perception we have of university leaders and, ipso facto, of university structures and systems, needs to change. No longer can the leader be isolated and territorial but should move to a more central position within the organization in order to make valuable contributions at the organizational level. Leaders need to be motivated to lead competently within the local context. They also need to be active participants in the wider processes of university decision-making and direction, developments in management, and managerial change. And universities need to learn not only from each other but also from non-educational organizations.

We now turn to a fuller discussion of both these issues. First, the development and support of university leaders.

TRAINING UNIVERSITY LEADERS

After discussing the boundaries between leadership and management, the Working Group focused its attention on how leadership could be effectively encouraged within an institution. Despite the differences in culture and ethos which exist in institutions, we agreed to assume that potential leaders could be identified. The means of such identification, we felt, made no difference: once an individual was selected the process of development for effective leadership could be described within a single three-phase model which took into account an individual's training needs at each stage.
The phases were:

* **Pre-leadership,** or preparation for leadership
* **Induction,** for survival within the first few months of appointment

* **On-going,** continuing support and development

although sometimes needs would have to be revisited and addressed at each stage.

* Pre-Leadership

Models of effective leadership
This would focus on why people are great leaders, using examples from history, in a range of disciplines, to facilitate the identification of leadership attributes and the styles of leadership used. Comparison of similarities and differences would assist individuals to define leadership traits and styles, leading to a definition of leadership.

Familiarisation of Culture (Rules and Regulations)
The best way to facilitate this would be to have a Policy Manual available and case studies or scenarios to be discussed.

Basic Management Skills (self and others)
Access to training and relevant materials (e.g. in a resource centre) in a range of management areas would enable skills to be learned or reinforced.

Learning through Experience
This can be achieved by a variety of means each of which have their own benefits, e.g. role play (which helps to cement peer relationships) or shadowing (seeing how others tackle situations).

* Induction

This second stage provides training in the immediate survival skills required during the first six months in post. The processes used to acquire these skills can include:

* the allocation of a mentor
* being part of a support network
* attending in-house training

The needs at this stage include:

* setting short-term goals
* awareness raising of position and resources
* introduction to the management of change
* SWOT (Strengths, Weaknesses, Opportunities and Threats) analysis
* relationship building
* defining management tasks
* effecting change

The initial needs of any new Head of Department/School include a description of the rules of administration. The important rules deal with institution's policies and procedures, and briefing on the following are essential:

* general procedures
* financial management and budget procedures
* procurement of funds and budgets
* discipline procedures for various categories of employees
* rules of purchasing materials

It is only after the new incumbents are aware of staffing, financial and equipment resources that it is possible for them to start to set objectives. No manager can set either short or long term objectives if they are not aware of the resources available.

Because one of the keys to effective leadership is to accomplish tasks, objectives and goals through others, it is essential that the new leader is fully aware of the skills, aspirations and weaknesses of the personnel under them. For the division/department to function at its optimum capacity the new leader must also be able to work with colleagues both on the same level of responsibility and higher up in the hierarchy. It is essential that any orientation programme in this area facilitates the development of support networks and builds relationships.

Another part of any programme of orientation is an explanation of guidelines to assist a new leader to the implement processes which will keep the organization moving forward. This section of the training would explain ways of carrying out needs analysis, such as SWOT (Strengths, Weaknesses, Opportunities, Threats) and RAIN (Role, Aspirations, Inhibitors, Needs).

* <u>On-going</u>

Leadership needs to be nurtured and developed continually (and continuously) by means of off-campus and campus-based in-service courses, seminars, conferences, symposia and/or peer networking.

Among the needs, in this phase, a leader might have to update or acquire the ability to fulfil the following roles:

* a developer of others
* a person capable of developing coping strategies for problems
* a developer and improver of performance indicators
* a team builder

<u>Why Train University Leaders?</u>

All of the above forms of training/management development should assist a leader to meet the recognized success criteria such as:

* survival
* department /school/ section feels good about itself
* department knows what it is doing and why in that way
* external image
* resource acquisition success
* quality of student intake and output
* quality of staff attracted
* departmental productivity
* departmental research ratings

A considerable amount of cross-cultural research has been carried out in this area. After considering it we felt, that although there is some truth in the saying that leaders are born not made leadership qualities and talents can be fostered. Although effective leaders often start with some natural talents they learn from experience and keep on learning. Good leaders analyse their successes and failures and learn from them.

THE HIGHER EDUCATION ORGANIZATION

Our interest in motivation for leadership led us finally to take a sociological approach to the higher education organization. We considered the organization itself, its environment and members. Our starting point was the staff member, whose strongest attachments are to his or her academic discipline. It is this connection that generates the prestige that leads to promotion and other rewards in the academic system. The need, as we saw it, was to develop loyalties within the institution that would provide a balance to the disciplinary allegiance.

To accomplish this, the institution must define itself in ways that provide a "rallying point" or institutional ethos--a definition of mission. The generic purposes of teaching, research and service are not sufficient: what has to be achieved is a niche in the universe of organizations -- the unique characteristics that make one university or college different from others. It is thus necessary to work within the organization to develop a consensus on values and beliefs -- saying, in effect, "what we are".

In working out these values and beliefs, it is important to recognize the effect of the external environment, which is always in evolution. The higher education organization, an open system, feels the impact of change in the environment, and evolves along with it. And there are problems within the organization that have a similar impact on the cohesiveness that is sought. One problem is size -- the larger the university, the more complex the organization and the more disconnected the units are likely to be. But perhaps the major problem associated with leadership motivation in higher education is a contrast between internal and external enviroments: an administrative role is not prestigious in academe, whereas the management role is both prestigious and lucrative in private enterprise.

However, the university and its external environment are not as dissimilar in contemporary society as they were in simpler times. As non-academic career opportunities increase for persons with advanced education and as non-academic organizations in an information society share some of the roles previously allocated to a university, the organizational boundaries are blurring. Higher education must therefore develop an organizational culture distinct to the individual institution, that will offset negatives in the outside environment and facilitate leadership motivation within the institution.

/VII/ The evaluation of 10th International Seminar ISSED 91 proceeds from the attempt of the organizers to answer the following three fundamental questions:

- What was the structure of participants?
- How did the chosen method of the work of the Seminar contribute to the fulfilment of the objectives of the seminar and to what extent did it satisfy the participants?
- To what extent did the organization of the Seminar contribute to the fulfilment of the objectives of the Seminar?

Generally stated this Seminar, the tenth in succession, proceeded in both organization and contents to the maximum possible extent from the conclusions and recommendations of preceding seminars which resulted in an undoubtful improvement of the quality of the work of the Seminar. It was possible to answer the above mentioned questions mainly through the utilization of the background materials available and the results of informal and open discussions with the participants (either individuals or groups).

As concerns the participants their number was limited to 70 - 80 persons which positively influenced the flexibility of the Seminar. More than half of the participants attended the ISSED Seminar for the first time. Traditionally, the largest representation came from the host country - this time Czechoslovakia - and the UK and USA. For the first time the Seminar was attended by a large number of specialists from Central and East Europe. The number of countries represented at the Seminar is approximately the same as in the preceding years (14 countries). Still unsolved is the problem of involving more participants from the developing countries and representatives of younger age-groups. In the discussions of the Seminar individual participants introduced new knowledge and experience, exchanged their experience with other participants, established new personal and professional contacts and got acquainted with Czechoslovakia, one of the countries of the Central Europe. Of great importance was the feeling that through his/her participation in the Seminar each participant became for several days an active member of the international team.

The method chosen for the work of the Seminar was evaluated positively. The introduction of ice-breaking session in the agenda proved useful. Positively evaluated was also the fact that enough time was allotted to the work in working groups consisting of the optimum number 10-15 participants. Of great effectiveness was the work in those working groups where individual members informed each other in advance about the content of their papers. Another principle proved purposeful, and namely that papers were not read during the sessions and only their main ideas were presented. Again it was proved that the utilization of technical

aids in the presentation of individual communications contributed to higher quality of the work. Two key-note papers during the Seminar seem to be adequate. However, next time it will be necessary to have an alternate key-note speaker in case one of the two key-note speakers will cancel his/her participation which was the case of Mrs. Cryer). Key-note papers should be more challenging to stimulate the discussions on the main topic of the Seminar. The key-note paper by Jiří Kotásek was evaluated as comprehensive, stimulating, contributing to international understanding. The panel discussion was an important part of the programme of the Seminar. Its content should be oriented to the solution of the problems given by the topic of the Seminar - in this case to "Higher Education for a New Century".

The Seminar was well organized which contributed to the fulfilment of the set objectives. The work of the participants was facilitated by services provided by the DICEC staff. It can be stated that none of the problems remained unsolved. The participants positively evaluated also the social programme of the Seminar as well as accommodation, catering and other provisions. On the basis of the social programme participants got at least a certain idea on the history and present life of Czechoslovakia.

The premises of the Conference Centre provided the possibility for informal contacts among participants.

Certain problems arose in connection with communication. The participants who speak fluent English, mainly those whose mother language English is, rather underestimated the problems other participants might have with the communication in English.

Ensuing from the brief and simplified evaluation are the following several recommendations for the next ISSED Seminar:

/a/ to investigate the possibilities for increasing the number of young participants and participants from developing countries
/b/ to form 10-15 member working groups and provide each member with all the papers to be presented in the respective working group no later than at the first session
/c/ the participants with fluent English, mainly in case of native English should bear in mind to speak more slowly and clearly so that other participants could better understand and take a more active part in discussions.

/VIII/ The jubilee 10th ISSED International Seminar showed that despite the variety of sociopolitical, economic and cultural conditions of countries represented at the Seminar - the conditions which have conduced to different developments in education and, consequently, also to organization, content and methods of pre-service and in-service training of teachers and other educational personnel there exist numerous often very significant problems that are common to these countries and can therefore be solved on a common basis. The structure of the participants was a guarantee for a sound and objective evaluation of the presented issues. The evaluation of the proceedings and outcomes of the Seminar was positive and 10th International Seminar ISSED 91 paved the way for the next decade of ISSED Seminars.

S E M I N A R P R O G R A M M E

THURSDAY, June 20th

1800 - 2200	Registration
1945	Welcome and Icebreaker
2030	Dinner
2130	Working Groups planning meeting

FRIDAY, June 21st

0900	Opening of the Seminar by Jiří Hýbner, General Secretary of DICEC
	Welcome address by Jaroslav Mihule, Vice-Rector of Charles University
	Keynote speech: Staff Development and Training: A Central/Eastern European View Jiří Kotásek, Dean of the Faculty of Education, Charles University
1000	Coffee
1030	Working Groups Session I
1200	Lunch
1400	Poster Session
1530	Coffee
1600	Workshops I: Chris de Winter Hebron: Promoting Active Learning Climate Doreen J. de Winter Hebron: Flexible Management in Higher Education Lee Andressen: Designing Mixed-Mode Higher Degrees in Teaching and Learning for Academics Ch. Dickinson: Questions of Student Welfare
1730	Coffee
1745	Working Groups Session II
1900	Welcome Party

SATURDAY, June 22nd

0900	Working Groups Session III
1030	Coffee
1200	Lunch
1400	Plenary Panel
	Bob Ross: Writing Interactive Staff Development Packages - Introduction
	James L. Thiesse: Aviation Management Education
	WSH Du Randt: Accreditation/Evaluation Practices at South African Universities
	David Chou: Human Resource Development of Education in the Republic of China (Taiwan)
1500	Coffee
1530	Workshops II:
	Randal Grebe: Transformative Tertiary Education
	Gary Benson: Promoting Entrepreneurship Education
	Bob Ross: Writing, Implementing and Evaluating Interactive Self-Study Staff Development Package
	Chris Kapp: Effective Time Management for Heads of Department
1930	Dinner

SUNDAY, June 23rd

0900	Working Groups Session IV
1030	Coffee
1100	Keynote speech:
	Patricia Cryer, Staff Development Adviser,
	(delivered by B. Cowan) Universities Staff Development and Training Unit, United Kingdom
1200	Lunch
1300	Excursion to Castle Pernštejn, sightseeing of the countryside, dinner in Maršovská rychta

MONDAY, June 24th

0900	Visit of the glass works in Škrdlovice
1200	Lunch
1330	Working Groups prepare final versions of their reports
1500	Coffee
1530	Working Groups report to Plenary
	Conclusion, Evaluation, Applications Exercise
1715 - 1745	Special Meeting (optional) to discuss follow-up to Working Group on International cooperation
1900	Dinner and Farewell Party

TUESDAY, June 25th

0800	Departure for Prague
1400	Sightseeing Tour of Prague

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